R E P O R T R E S U M E S

ED 014 980 JC 670 828

PROCEEDINGS OF THE ANNUAL UNIVERSITY-JUNIOR COLLEGE CONFERENCE (4TH, UNIVERSITY OF WASHINGTON, SEATTLE, FEBRUARY 1-3, 1962).

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PUB DATE FEB 62

EDRS PRICE MF-$0.25 HC-$1.84 44P.

DESCRIPTORS- *JUNIOR COLLEGES, *ARTICULATION (PROGRAM), COLLEGE FACULTY, TRANSFER STUDENTS, *UNIVERSITIES, *TRANSFER POLICY, *TEACHER EDUCATION, TRANSFER PROGRAMS,

THESE CONFERENCE PROCEEDINGS INCLUDE A SUMMARY OF ATTITUDES, BOTH PAST AND PRESENT, CONCERNING LIBERAL AND VOCATIONAL EDUCATION, WITH SPECULATION ON FUTURE DEVELOPMENTS. THE PROBLEMS OF TRANSFER FROM THE JUNIOR TO THE SENIOR COLLEGE ARE CONSIDERED IN SOME DETAIL BY REPRESENTATIVES OF BOTH INSTITUTIONS, PARTICULARLY ON SUCH POINTS AS COURSE CONTENT AND SEQUENCE, ANTICIPATION OF CURRICULUM CHANGES, CREDIT FOR EVENING COURSES, PROBATION PRACTICES, ETC. DEFICIENCIES IN PREPARATION OF JUNIOR COLLEGE FACULTIES AS A WHOLE ARE POINTED OUT, AND AMONG SUGGESTIONS FOR TEACHER IMPROVEMENT ARE (1) A GREATER COMPETENCE IN THE SUBJECT MATTER TAUGHT, (2) TEACHER TRAINING DIRECTED SPECIFICALLY TO THE JUNIOR COLLEGE'S UNIQUE REQUIREMENTS, (3) WHERE APPROPRIATE (AS IN A VOCATIONAL COURSE), WORK EXPERIENCE IN THE FIELD, (4) SYPATHETIC AND KNOWLEDGEABLE COUNSELING AND GUIDANCE, (5) AN APPRECIATION OF GENERAL AND LIBERAL EDUCATION IN CONTRAST TO SPECIALIZATION, AND (6) A READINESS TO EVALUATE AND EXPERIMENT WITH METHODS OF INSTRUCTION. (HH)

ED014980

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INFORMATION

PROCEEDINGS

FOURTH ANNUAL

UNIVERSITY-JUNIOR COLLEGE CONFERENCE

FEBRUARY 1, 2, AND 3, 1962

UNIVERSITY OF WASHINGTON

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LOS ANGELES

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Fourth Annual

UNIVERSITY-JUNIOR COLLEGE CONFERENCE

February 1-2-3, 1962

UNIVERSITY OF WASHINGTON

Conference Sponsored by
University Junior College Committee
and the
Office of College Relations

FOREWORD

This booklet is presented as a recording of the proceedings of the Fourth Annual University-Junior College Conference held on the University of Washington campus February 1, 2, 3, 1962. At this Conference junior college faculty, administrators, and admissions and guidance personnel met with University of Washington faculty and staff to discuss common problems and interests.

The specific purposes of the Conference were:

1. To facilitate interviews between junior college personnel and their former students now attending the University of Washington.

2. To consider cooperatively and constructively important problems of mutual concern to junior colleges and the University.

3. To provide an opportunity for specific departmental conferences.

Resulting from a number of requests, we have included the presentations made at the Conference in their entirety.

Frederic T. Giles
Professor of Education and
Coordinator of College Relations
University of Washington

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PROGRAM

Thursday, February 1

Student Interview Sessions

Joint Meeting of Deans of Women

Friday, February 2

Registration

General Session

Presiding: Dr. Victorian Sivertz, Chairman
Junior College Committee
University of Washington

Welcome: President Charles E. Odegaard

Keynote Address: Dean Gordon C. Lee
College of Education
University of Washington
"Century 21 and the Junior College"

Presentations and Discussion on University-Junior College Relations

"Problems and Concerns of the Junior Colleges in Transfer Relations with the University"
President Richard P. Bailey,
Yakima Valley College

"Problems and Concerns of the University with Transfer Students"
Dr. Kermit O. Hanson, Associate Dean
College of Business Administration
University of Washington

Luncheon

Discussion Sessions

Administration - Chairman, Dr. Frederic T. Giles
Coordinator, College Relations
University of Washington
"Faculty Needs in the Junior Colleges"
President Dwight Baird, Clark College

"University Plans and Programs for Providing Junior College Instructors"
Dr. Frederick P. Thieme, Provost
University of Washington

Counseling and Guidance
Chairman - Dr. Thomas Hodgson
Associate Dean of Students
University of Washington
"Providing Good Transition for Transfer Students through Counseling and Advising"

Admissions and Registrars
Chairman - Richard Frost, Registrar
Grays Harbor College
"Admissions and Registration Policies to Provide Good Transition for Transfer Students"

Saturday, February 3

Departmental Conferences

Business Administration

Engineering, Chemistry, Mathematics, Physics

Foreign Languages

STUDENT INTERVIEW SESSIONS

Interview sessions were arranged to offer an opportunity for junior college counselors and guidance personnel to talk with their former students now attending the University of Washington. The meetings provided students an opportunity to share their experiences in transferring and to discuss any facets of transfer which had been difficult for them. It was hoped that an understanding of their experiences would help to improve University and junior college liaison and advisory services.

JOINT MEETING OF DEANS OF WOMEN

The Deans of Women of the junior colleges met with Dean Dorothy Strawn of the University and members of her staff to discuss topics relative to women transfer students.

CENTURY 21 AND THE JUNIOR COLLEGE

Gordon C. Lee
Dean, College of Education
University of Washington

Assume that the typical graduate of the American junior college this coming June will be twenty years of age. The National Office of Vital Statistics reports that this young man or woman is likely to be alive in the year 2015, that he or she has a further life expectancy from today of approximately fifty-three years. If fortune smiles, and the individual lives to 2015, the chances are that he or she will enjoy an additional ten to fifteen years of life, perhaps -- in health and competence -- even beyond the middle of the twenty-first century! We ask: how should our schools, our universities, but in this conference today, especially our junior colleges, conceive of their functions and responsibilities towards the generations who will inherit Century 21? As, in this conference, we undertake to consider various matters of joint concern to the junior colleges and the university of the State of Washington, I make bold to lay before you (dealing all too briefly with a tremendous subject) a conception of the role of those junior colleges, an attempt to delineate the challenge they face as they approach the next century.

One way to sense something of the nature of the changes over the next fifty or sixty years for which we must endeavor to prepare our 1962 graduate is to take a retrospective look at what has happened in a like period to this moment. Come back with me, then, for a glance at the turn of the 20th century, and let us focus, not upon Teddy Roosevelt, Aguinaldo, The Boer War, or the Boxer Rebellion, but upon a few glimpses of the life of that day which, when contrasted with our present condition, vividly illustrate how massive and how rapid social change has become.

In 1900 the Sunday New York Times sold for three cents, but a beginning stenographer earned around seven dollars a week. Beef roasts cost about eight cents a pound, but the average wage for a 55-60 hour work-week was thirteen dollars. In that year, the typical state law on compulsory education required twelve weeks of school attendance annually, with six or eight weeks consecutive, while the regulation for Rhode Island simply specified attendance for 80 days "and when unemployed" -- these laws applying between the ages of 8 and 14. Towards the end of 1901, Marconi was to signal the letter "S" intelligibly across the Atlantic from Cornwall to Newfoundland. A few months later saw the inauguration of the first Cuban republic. In 1899, the Literary Digest ventured one of its famous predictions that the "horseless carriage would never come into as common use as the bicycle." Women were just beginning their large-scale entry into the commercial and industrial labor pool, and Carrie Nation had struck the first blows in

her hatchet-wielding anti-saloon campaign. In October of 1902 the first session of the International Court opened at the Hague in Andrew Carnegie's "Peace Palace." That mankind was steadily progressing was not yet subject to any serious general doubt and only a few were questioning that the record of the nineteenth century was one of irresistible advance in the conquest of man's most insistent problems.

To return, however briefly, and sketchily, to those times is to see, perhaps not altogether clearly but certainly in a shocking way, how vast and penetrating have been the changes of fifty to sixty years. There is neither the time nor the need here to detail any of those facets of contemporary life which point the glaring lesson of contrast. However, we should note what the mere reminiscence does not show -- changes there have been but, equally crucial, these changes have come with ever-increasing rapidity as the decades passed. It is not enough to suggest, therefore, that today's twenty year old should be helped to expect social and cultural changes of like magnitude and variety within his life span; he must also be brought to sense the fact of the ever-accelerating rate of that change and he must be helped to acquire the skills, the attitudes, and the knowledge which will enable him to remain master of himself despite its mounting pace and intensity. It is to a consideration of some aspects of this charge that my remarks are addressed.

But before turning to an examination of the functions of the junior college in Century Twenty-one, it is incumbent upon us to remind ourselves of the basic commitments which this young and vigorous institution represents. The junior college, after all, is but the most recent major addition to a process of educational development that has been continuous in the United States since the establishment of the earliest colonies. The worthy fathers of the Massachusetts Bay Colony set the pattern in unforgettable language in the year 1647, when in a certain fundamental sense they founded the American system of public education:

> ". . . It being one chief project of that old deluder, Satan, to keep men from the knowledge of the Scriptures, as in former times by keeping them in an unknown tongue, so in these latter times by persuading from the use of tongues, that so at least the true sense and meaning of the original might be clouded by false glosses of saint seeming deceivers, that learning may not be buried in the grave of our fathers in the church and commonwealth, the Lord assisting our endeavors..
>
> "It is therefore ordered that every township in this jurisdiction, after the Lord hath increased them to the number of fifty householders, shall then forthwith appoint one within their town to teach all such children as shall resort to him to write and read, whose wages shall be paid either by the

parents or masters of such children, or by the inhabitants in general, by way of supply, as the major part of those that order the prudentials of the town shall appoint; provided, those that send their children be not oppressed by paying much more than they can have them taught for in other towns; and it is further ordered, that where any town shall increase to the number of one hundred families or householders, they shall set up a grammar school, the master thereof being able to instruct youth so far as they shall be fitted for the university, provided, that if any town neglect the performance hereof above one year, that every such town shall pay 5 ℔ to the next school till they shall perform this order...."

(From "The Old Deluder, Satan -- A Massachusetts Bay Law of 1647", Smiley and Diekhoff, Prologue to Teaching. New York, Oxford University Press, 1959. pp. 155-56)

The tradition was further enhanced and reinforced by the government of the United States in those parlous years under the Articles of Confederation when the famous legislation for the disposition of the Northwest territories was enacted. In the conviction that settlement would be stimulated and a more prosperous, ordered society would be established if provision for schools and colleges was made mandatory, the ordinances of 1785 and 1787 committed the national government to the support of education within the new lands. Since the admission of Ohio in 1802, every newly admitted state save Texas, Maine, and West Virginia, has been endowed with federal lands for educational purposes. Everyone knows the stirring words of the Northwest Ordinance:

"Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."

This year we celebrate the centennial of another major element in the heritage of commitments which the junior college shares and represents. I refer, of course, to the Morrill Act, the Land-Grant College Act of 1862 which, perhaps more than any other single occurrence, advanced higher education in this country. Before the Morrill Act, it is generally accurate to suggest, American higher education was neither truly "higher" nor altogether authentically American; the colleges were, for the most part, simply senior secondary schools catering to a very small segment of society through the medium of a narrow and largely irrelevant course of study. The Morrill Act set in motion forces which, especially when joined by the influence and example of German higher learning, transformed the American campus. The language of the act is

especially significant as we endeavor to catch the essence of the character of the junior college. The moneys derived from the sale of the federal land grants were to be invested as perpetual funds whose interest was to be:

> "inviolably appropriated, by each State which may take and claim the benefit of this act, to the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life. . . ."
>
> (From "First Morrill [Land-Grant] Act", Smiley and Diekhoff, Prologue to Teaching. pp. 188-89)

The commitment was further strengthened as challenges to the legality of public support of secondary education were successfully resisted. While the first public high school is generally said to have been founded in Boston in 1821, the struggle to legitimize the application of local and state taxes to education beyond the elementary school continued for over fifty years. The final victory can be said to have been signalized by a remarkable decision in the Supreme Court of the State of Michigan, in 1874. The Court's opinion in this, the Kalamazoo case, was delivered by the eminent Justice Thomas Cooley; it had and still has profound implications for the junior college movement. The basic question before the Court, said Justice Cooley, was:

> "that there is no authority in this state to make the high schools free by taxation levied on the people at large. . ."
>
> "When this doctrine was broached to us, we must confess to no little surprise that the legislation and policy of our state were appealed to against the right of the state to furnish a liberal education to the youth of the state in schools brought within the reach of all classes. We supposed it had always been understood in this state that education, not merely in the rudiments, but in an enlarged sense, was regarded as an important practical advantage to be supplied at their option to rich and poor alike, and not as something pertaining merely to culture and accomplishment to be brought as such within the reach of those whose accumulated wealth enabled them to pay for it. As this, however, is now so

seriously disputed, it may be necessary, perhaps, to take a brief survey of the legislation and general course, not only of the state, but of the antecedent territory, on the subject."

(From "The Kalamazoo Decision", Smiley and Diekhoff, Prologue to Teaching. pp. 196-97)

The Justice reviewed the relevant history which in his judgment showed a steady and advancing subscription to the principle of public support of an expanded school system.

"It now becomes important [he continued] to see whether the constitutional convention and the people, in 1850, did any thing to undo what previously had been accomplished towards furnishing high schools as a part of the primary school system. The convention certainly did nothing to that end. ."

"The instrument submitted by the convention to the people and adopted by them provided for the establishment of free schools in every school district for at least three months in each year, and for the university. By the aid of these we have every reason to believe the people expected a complete education might be obtained. The branches of the university had ceased to exist; the university had no preparatory department, and it must either have been understood that young men were to be prepared for the university in the common schools, or else that they should go abroad for the purpose, or be prepared in private schools. Private schools adapted to the purpose were almost unknown in the state, and comparatively a very few persons were at that time of sufficient pecuniary ability to education their children abroad. The inference seems irresistible that the people expected the tendency towards the establishment of high schools in the primary school districts would continue until every locality capable of supporting one was supplied."

"We content ourselves with the statement that neither in our state policy, in our constitution, or in our laws, do we find the primary school districts restricted in the branches of knowledge which their officers may cause to be taught, or the grade of instruction that may be given, if their voters consent in regular form to bear the expense and raise the taxes for the purpose."

(From "The Kalamazoo Decision", Smiley and Diekhoff, Prologue to Teaching. pp. 200-201)

This brief history is brought directly in touch with the subject of our particular concerns as we recall the action of the Supreme Court of North Carolina in a case which seems to stand in the same position for the junior college as did the Kalamazoo case for the high school. In 1930, the Court found for the defendant Board of Education of the city of Asheville and rejected the plea that a public school system was without the legal authority to establish and maintain a junior college. A lower court had declared that the state's system of public education did not and could not include junior colleges and had therefore enjoined the school from using public funds in support of such a college. The Supreme Court found otherwise, declaring:

> "It appears from the statement of facts . . . . that the predecessors of the defendants, in the exercise of their best judgment, established, as a part of an adequate and sufficient system of public schools for the city of Asheville, the junior college. That they had the power to establish and maintain said college, in the exercise of their discretion, it seems to us cannot be questioned. The public school fund available for the support of the public school system of the city of Asheville was sufficient not only to support the elementary and high schools, which composed a part of said system, but was sufficient also to support the kindergarten schools, which the said board was required by statute to establish and maintain. . . . Said fund was also sufficient to support the junior college".
>
> ["The board of commissioners of the city of Asheville had the power, however, in the exercise of their discretion, to establish, maintain, and operate the junior college as a part of an adequate and sufficient system of public schools for the city of Asheville, which was at that time [when the junior college was established] a special-charter school district and not subject to the limitations in the general school law of the state with respect to schools maintained and operated in accordance with its provisions."
>
> "If defendants shall, at any time hereafter, find that they cannot operate the said junior college, without impairing the efficiency of the elementary and high schools and of the kindergarten schools, now forming in part the public-school system of the city of Asheville, they have power, in the exercise of their discretion, to close the said junior college and cease its operation. We find no stature making the operation of said junior college mandatory. Its continued maintenance and operation is within the discretion of the defendants. The exercise of such discretion by defendants is not subject to judicial review. . . . "]

(From "The Momentous Judicial Decision Affecting the Junior College", Koos, Leonard V., ed., The School Review. pp. 724-725)

Throughout such a history, three fundamental commitments are asserted and reasserted, and these three are surely central to the idea and the role of the junior college. Clearly, the junior college is the culmination to date of the attempt to expand educational opportunity, to make public education more widely available, for more people, in more fields, and for a longer period. Clearly, too, this history suggests the constant concern to relate education as directly and as intimately as possible to the community. The common school, the public high school, the state university, and now the junior or community college are all symbolic of the basic inter-dependence in American life between public education and its immediate constituency. This intimacy is rather unique to the American scene and is surely one of the main sources of our social strength. As we recognize that increasingly this "community" embraces the entire nation, we are led to the third of these basic commitments: the junior college, like all the units in the American educational system, is dedicated to the promotion of democratic values and institutions and the advancement of liberty. But in this respect, the junior college may be en route to becoming perhaps the capstone in the arch of education for democracy. To this, I should like to return at the conclusion of these remarks.

An inquiry into the role of the junior college in Century Twenty-one proceeds, then, from a base of commitment to: expanded educational opportunity, service to the community (locally and broadly conceived), and the enhancement of democracy as the pre-eminent elements in that institution's raison d'etre. But it is time to deal in more specific terms with the particular functions of the junior college. We are advised that today nearly one million students are enrolled in over 700 junior colleges across the land, that this represents one-tenth of the college-level enrollment and includes about one-quarter of this year's entering freshman class. What are the special responsibilities of the junior colleges to these students who will succeed to the next fifty to sixty years? My answer is neither original nor very profound, but I believe that it is basic and inescapable.

The central functions of the junior college as it looks ahead are three. In the first place, the junior college must provide general education, which I will define here as that schooling more or less explicitly directed at an understanding of the contemporary world and at coping with its major problems. In the second place, the junior college must provide specialized training for a wide variety of increasingly important vocations, for which many of the older institutions are unsuited. And in the third place, the junior college must provide liberal education, by which I mean that education devoted to the right use of leisure and the improvement

of the quality of human life in its essence. I should like to discuss each of these briefly, again as these seem to relate to the business of preparing for the year 2015.

First: general education, to enable a man to live usefully and intelligently as a citizen in the world he will confront. An eminent student of American civilization has suggested that the function of the primary schools is essentially to teach children "useful truths" and that the primary task of the secondary school teacher is "to furnish immature minds with something solid to think about" -- in literature, art, history, or science. To the extent that this is itself a useful truth, it would not seem amiss to hold that the schooling which is to follow should be concerned in significant measure with the elaboration and application of such studies to the basic issues of the modern world. For an ever-larger proportion of the American people, fourteen years of systematic schooling stands as the normal expectation and junior college, therefore, replaces the high school as the terminus of the process. This means that there is both the opportunity and the necessity for extensive study in the junior college years of materials dealing with the salient civic and social issues immediate or emergent. It is hardly necessary to engage in any listing of these questions; we are all only too well aware of them, though our acquaintance with them is probably all too limited. Here is an excerpt from a paper recently presented by one of America's leading anthropologists, Robert Redfield, which may serve to illustrate the sort of public question to which I refer.

"'The population of our planet is increasing at a rate of about 40,000,000 a year. By 1987, when college students of today are putting their children through college, at the present rate of growth, there will be about six and a half billion people. The world will then be more than twice as crowded as it is now. China will have a population of five billion people in a hundred years if the present rate of growth continues. Indeed, about twenty per cent of all the people who ever lived are alive now. But more important than this great number of us is the fact that the rate of increase overcomes much of the advantages we think we give ourselves by modern medicine and technology. The Egyptians are probably poorer than ever because there are so many more of them. Most of the increase that India has achieved by better technology and planning is no real increase at all because medicine and hygiene have caused the number of people who eat the food to increase as rapidly as the food has.'"

"'We are very proud, we Americans, of our standard of living. I will give you another statistic. It is estimated that with present technology this planet of ours could support,

with the standard of living enjoyed by Americans, less than one-third of the people who are now on it. So some of us are doing pretty well. And we shall probably do better. Gunnar Myrdal says that on this earth the rich nations are getting richer. Of course he also says that the poor ones are getting poorer.'"

(Robert Redfield, Talk With A Stranger, New York Fund for the Republic, 1958, pp. 5-6)

As knowledge increases, thus increasing the burden of basic education for elementary and secondary school, it seems self-evident that the junior college must come to serve more and more prominently as a vehicle for general civic education. As the junior college becomes increasingly the last school stop before the ballot box, this general educational dimension gains immeasurably in importance. As man's problems shed every vestige of parochialism and assume global proportions such that none can escape their consideration or their impact, the institution that marks the end of the process of formal education for the majority of our youth becomes central and crucial.

Second: specialized training to enable a man to function effectively and fruitfully in some socially significant form of work. As all here know, the vocational or occupational education element of a junior college program follows two lines. On the one hand, it stands in the place of the lower division of the four-year institution and, as such, it may serve an essentially pre-professional function, in the sense of being preliminary to professional training in medicine, law, teaching, and the like. But, on the other hand, the unique role of the junior college as trainer of specialists is to be found in its efforts to provide the education of those destined for a whole host of para- or semi-occupations. These positions, which require considerable highly technical training beyond high school and training essentially different from that available in university or liberal-arts college, are, as all know, growing ever-more important in the modern economy. While the need for the semi-skilled and the unskilled declines steadily and that for professionals is increasing about as expected, the demand for persons to fill newtypes of skilled jobs requiring fairly intensive technical training is almost explosive. A special Committee of the House of Representative recently reported its discovery of an alarming shortage of engineering technicians. The Committee stated that while we should be training one technician for each graduating engineer we are actually producing at the rate of about one technician for every four engineers. The list of occupations about which a similar comment would be appropriate is growing at a startling rate.

Moreover, as this question of the coming needs in specialized technical education is considered further, the junior college

becomes indeed the college of the community. For it grows rather more apparent with every passing day that a man, or a woman, cannot set an occupational course with any assurance that the choice will hold for life, or even for long. Perhaps especially at the semi-professional level it becomes obvious that the pace of technological change will require a man to make fundamental vocational shifts in the pattern of his career. Our junior college graduate may, in effect, be forced to expect to have to be trained successively for three or four different jobs, each demanding new skills and knowledge. Under such conditions, of course, vocational education becomes a lifelong process and continuous adult education emerges as a basic ingredient in industrial efficiency.

The magnitude of the job that needs to be done is suggested as we learn from a recent Department of Labor manpower study that "whereas 70 per cent of the new young entrants into the labor market during the 1960's will be high school graduates or better, yet a staggering 30 per cent, or 7,500,000 new young workers will have less than a high school education and of these 2,500,000 will not have finished grade school." The junior college, in this context, has only begun to come into its own.

Third: liberal education. A certain group of skilled workmen recently secured a contract specifying a twenty-five hour work week. There seems small question that what someone has called the "second industrial revolution", automation, in one or another of its manifestations, will lead to a substantial reduction in the standard pattern of hours of labor, with perhaps a three or a four day week on the job becoming general and conventional. Even within the past decade, it is reported, America's "vacation time" has more than doubled: from 34 million weeks of holiday taken by the working force to 70 million weeks today. We have already noted how life expectancy continues to increase, to the point where the number of potentially active years after retirement approaches the the number of years of preparation before employment. What do we do, what will we do with all of this, this stependous "gift of time", as August Heckscher of the Twentieth Century Fund puts it?

"The task before us [writes Heckscher] is to take time and convert it into something meaningful to man - convert it, if you will, into leisure. Time by itself is not leisure. It would be a cruel mockery to talk of the unemployed person, or the older person forcibly reduced to idleness, as men or women 'of leisure'.

"To do nothing now and then is certainly important in human life. But it is important only insofar as we require space for momentary escape, recuperation from work, or reflection upon experience.

"The next 25 years in America, if they are to be good years, will see a new understanding of recreation and the role it plays.

What is recreation? Rightly understood, it involves the cultivation, in diverting circumstances, of values and skills important to a durable social order.

"Hobbies have kept alive the handicrafts. Hunting and sailing keep us in touch with nature. Entertainments and cultural pursuits are seen to be basically similar in their function, when we treat them as means of helping us to criticize life, to understand its possibilities, and to bear its frustrations.

"Historically, leisure and work have seemed at opposite poles. But it will be one of the discoveries of the coming decades that leisure and work are actually very close, interacting upon each other and being transmuted, one into the other, by slight shifts in attitudes and conditions.

"Good work makes good leisure. Indeed, good work must often seem to the good workman to be in itself a kind of leisure, lifting from him all sense of restraint and giving him the kind of enjoyment and satisfaction which it is a chief end of life to attain.

"The abundance of time, if its implications are seized and its challenges met, can create for us a new urge to ask for what purpose we live, can give us fresh standards by which to judge the effectiveness of education and the efficiency of work.

"The prospects, needless to say, are not all favorable. A bored, half-educated proletariat, seeking escape from its sense of futility, can fill not only our roadways with corpses but our airways with drivel.

. . . . .

"Our productive capacities can be the source of a cheap uniformity, or by their magic can spread before us a diversity infinitely tempting to the heart of man. So with the gift of time. It is ours to take and to transform to humane uses.

"Let us not forget, however, that technology is an Indian giver. It sets man free from his job only to ensnare him in traffic jams and harry him with useless acquisitions and vain pursuits. It does these things unless he has the wit to be master, not slave, of the machine."

(From "The Gift of Time" - Heckscher, August. NEA Journal, May 1957)

Some years ago it wasn't unfashionable, in certain quarters at least, to pronounce warnings against the possibility of too much education. Many there were who felt sure that the expansion of educational opportunity, especially beyond the high school, jeopardized the quality of all college and university work. Inevitably, it was argued, such educational inflation, adding thousands more incompetents to the thousands already enrolled, amounted to the debasement of all academic currency and the defrauding of the society that paid the bills. The effort to serve this vastly expanded

student clientele, many felt sure, amounted to spreading the nation's culture "periously thin" and threatened to engulf the country in swelling "tides of mediocrity."

One could hardly deny that the manifestations of cultural barrenness and vapidity are legion and everywhere. (A major radio station in Los Angeles peddles its wares with the slogan "Not for high-brows, not for low-brows, but for you." A current advertisement of a major broadcasting network, calling attention to the company's high ideals and public service mission, is headlined: "Now just where are we at?" A representative of a major cigarette manufacturer, discussing company policy for the sponsorship of TV programs, was recently reported as saying: "I want happy shows for happy people with happy problems." But the present state of affairs -- which, of course, has its good side: witness, for example, the sales figures on classical records -- is surely not attributable to too much education. I once heard a scholar inquire: "Isn't there enough culture to go around?" The question is not a quantitative, numerical one -- it has to do purely and simply with quality. Not how much to how many, but what kind of education -- this is the crux of the matter.

And here we can return to the junior college. For, whether as 13th and 14th year for the high school graduate, as freshman and sophomore year for the university-bound student, as continuing education agency for the adult, or as cultural center for the community, this institution has an unmistakable obligation to assist man in his climb to true freedom. But only as the learning it endeavors to foster is suffused with a liberal spirit can its effects be genuinely liberating. It is sometimes predicted that the traditional liberal arts college is destined to disappear, at least to decline in the weight of its influence. To the extent that this is true, the responsibilities of other institutions, perhaps in the years ahead primarily the junior college, for such liberal education expand and intensify. It is the schools, after all, that stand as this society's best medium for an organized attack on cultural values and standards, and perhaps the junior college is the most strategically placed rung in the ladder.

There can be no real, systematic separation of liberal education from general and specialized education and there should be none protested. The liberal spirit of which we speak here must undergird and pervade the others -- we have lived for too long with the fallacy of their presumed incompatibility. But liberal education goes beyond and probes deeper than the others, and in this sense it is both more basic and more lasting. I should like to conclude with an elaboration of this idea by one with whom I by no means always agree, Mortimer Adler, but whose essay "Labor, Leisure, and Liberal Education" I find especially appropriate to these remarks. Adler asks: what is the place of liberal education in an industrial democracy? He suggests that we must rid ourselves of two misconceptions:
(a) that liberal education is aristocratic in its very essence, and

(b) that productivity is the highest good and leisure is but its by-product. If we correct these errors, Adler goes on:

> "we reach, I think, the obvious conclusion that in a rightly conceived industrial democracy, liberal education should be and can be for all men. It should be because they are all equal as persons, as citizens, from a democratic point of view. It can be because industrialism can emancipate all men from slavery and because workers in our day need not spend their entire lives earning their livings. Liberal education in the future of democracy should be and should do for all men what it once was and did for the few in the aristocracies of the past. It should be part of the lives of all men.
>
> "But I may be asked whether I have forgotten about individual differences. Even if all men are citizens, even if they are emancipated from the complete drudgery of labor, it still is not true that all men are equally endowed with talent or have an equal capacity to lead the good life. Let me give you an un-Aristotelian answer to this objection, because I cannot help feeling that Aristotle's opinions on such matters were affected, to some extent at least, by the fact that he lived in a slave society.
>
> "The good or happy life is a life lived in the cultivation of virtue. Another way of saying this is that the good life or the happy life is concerned with leisure. The good life depends on labor, but it consists of leisure. Labor and all conditions that go with labor are the antecedent means of happiness. They are external goods, that is, wealth. Leisure activities are the ends for which wealth is the means. Leisure activities are the constituents of happiness. Leisure activities constitute not mere living but living well. They are what Aristotle calls 'virtuous activities' or the 'good of the soul.'
>
> "Happiness so conceived is open to all men, when all men are both workers and free men. As regards both work and leisure, each man should do the best work and participate in the best sort of leisure activities of which he is capable, the highest for which his talents equip him. So conceived, happiness is the same for all men, though it differs in actual content, in degree of intensity, according to the individual differences of men.
>
> "It is clear, I think, that liberal education is absolutely necessary for human happiness, for living a good human life. The most prevalent of all human ills are these two: a man's

discontent with the work he does and the necessity of having to kill time. Both these ills can be, in part, cured by liberal education. Liberal schooling prepares for a life of learning and for the leisure activities of a whole lifetime. Adult liberal education is an indispensable part of the life of leisure, which is a life of learning."

(Mortimer J. Adler, "Labor, Leisure, and Liberal Education," Journal of General Education, VI, October 1951, pp. 44-45).

Implicit in such a statement is this is a ringing challenge to the colleges, perhaps especially the junior colleges, of Century 21.

PROBLEMS AND CONCERNS OF THE JUNIOR COLLEGES IN TRANSFER RELATIONS WITH THE UNIVERSITY

Richard P. Bailey
President, Yakima Valley College

I am pleased to accept this assignment to speak to you at this fourth annual meeting of junior college and university personnel. I think I was selected for two reasons: (1) I am middle-aged in the circle of community college presidents, having served for two and one-half years. In point of service to their institutions, there are five community college presidents older than I and six who are younger. The tenure of community college presidents in Washington is becoming remarkably short; and (2) I am leaving the presidency I now hold next month. Nothing I say can be held against the "old-timers" in the junior colleges who are remaining for their fourth, fifth, or sixth year. And I shall be almost 2,000 miles away in the land of the eternal snow, where you criticism will hardly reach me.

One must approach the subject of transfer with delicacy and finesse. The truth of the matter is, as my fellow community college presidents would want me to declare, that the transfer situation between the community colleges and the University is in rather lovely condition, fragile eternally, but delicately composed momentarily.

Jim Owens, one of the University's successful young faculty members, tells the story of the youngster who did not talk. His worried parents took him to specialists over the country to find the reason for this inability, but to no avail. He developed in all other ways, but the gift of speech seemed to be denied him. One day when the youngster was almost eight years old his parents were discussing their dilemma over coffee after breakfast. Suddenly the boy reached acress the table, took one of the coffee cups, raised it to his lips, and took a long drink. "Merciful heavens (or something like that)" he cried, "That stuff tastes just awful." His parents were astounded. "Son," cried his father, "Why in the name of mercy (or something like that) haven't you spoken until now?" "Everything has been fine until than blamed (or something like that) cup of coffee," said the youngster.

And so it is with the transfer situation between the community colleges and the University, in general. Everything is currently fine. It seems rather a shame to pluck this flower from its crannied wall for a closer look. Let us do it delicately holding it, root and all, gently in our crude academic hands.

I would be remis if I did not remind you that the transfer function is a junior college function. But, by law, most of our institutions are now not junior colleges, but are community colleges with broader responsibility than just the junior college function. We carry on technical programs, evening adult education programs,

vocational programs for fitting men and women to the immediate demands of making a living, community service programs, and on and on. It would be wrong to conceive of these colleges as geared only to a transfer program; wrong in some cases to conceive of them as geared even primarily to a transfer program.

If the University wished to be brutal with this delicate transfer flower its deans, department heads, and faculty members could say to students:

> (1) "Come directly to the University (oh ye above 3.0) and don't waste your time on the so-called campus of a junior college." or
>
> (2) "You won't be able to make it at the University. Why don't you go to some junior college and get your grade point average up?" or
>
> (3) "Take a few general courses at the junior college (nobody can mess up English Composition, College Algebra, or General Biology too badly) and get to the University campus just as soon as you can."

The Community Colleges can then reciprocate with this sort of brutality by their presidents, guidance counselors, and teachers:

> (1) "Don't get lost in that monstrous and somewhat godless maze of the University. Come, be a big frog in the little pond of the Community College" or
>
> (2) "Enroll at our Community College where your teachers are teachers and not your fellow students from the graduate school." or
>
> (3) "Why waste four (or six or seven) years in a professional course when you can get out and make a good living after a comfortable less exhausting two-year terminal course."

Fortunately, this sort of short-sighted brutality on the part of the University and on the part of the Community Colleges is seldom or never practiced in this enlightened period of educational amnesty in the State. I am told by old-timers that in the "olden days" things were more brutal. There are some aged battlers on community college campuses who still look with suspicion on the University. I suspect that the University also has its ancient maulers who remember with nostalgia the old days. Let us give these punch drunk old faculty members only the courtesy due their age and infirmities and allow them no opportunity to move us backward over the pathway from which we have come.

If the flower of transfer is to bloom and delight the citizens of the State of Washington with its freshness, beauty, and fragrance, both the University and the community colleges should be saying such things as:

(1) There is a place in higher education in the State for both the University and the community colleges. Institutional lust is old-fashioned. It has been replaced, of necessity, by joint consideration of our problems and the total educational needs of the young people of the State.

(2) Cooperation is the key word today and in the future.

(3) The student is the focus of all our educational attention. Today there are 165,000 potential students in Washington. In 1978 there will be more than 300,000. Today 75,000 of the student pool are enrolled as college students; in 1978 there may be as many as 225,000 enrolled!

(4) The trappings of education -- tradition, status, deans presidents, registrars, records, etc., etc., are only means to an end, not the end itself.

Now, holding the delicate flower of transfer with one hand while we admire its beauty and sniff its fragrance, let us look more closely at it through the magnifying glass of community college administrators. The following seven comments were collected and refined from community college administrators. They represent what we see after careful scrutiny of transfer:

(1) It is appropriate that the community colleges assume a strong position of leadership in any program change involving the lower division of college work. It is necessary that close cooperation between the lower divisions of the University and the community colleges takes place in any overhauling, revision, or drastic experimentation with the lower-division course pattern. The community colleges may eventually have the lion's share of the enrollment in this field and it is appropriate that they assume a strong position of leadership in any program of change contemplated.

(2) There should be a closer, more personal knowledge of the community colleges by members of the University staff. There are University faculty members who still have little idea of what goes on in the community college. This lack of knowledge can lead to the back-biting tactics of the "olden days." It would be a good idea for members of the University faculty to visit a community college campus for a day sometime during the year. Let me offer a blanket invitation on behalf of all of my fellow community college presi-

dents to University faculty members to make such visits at any time. We would welcome you.

(3) The community colleges are receiving many transfers from the University, more than 300 last fall. Our function of rehabilitation should not be rejected or sneered at by the University. It exists, and it needs recognition and encouragement. We have been told that community college work will not count (in certain specific colleges of the University) toward the removal of a low grade point average. We believe that any college work taken while the student is still in a lower division status, should be counted in computing the student's average for probationary purposes. It would be reasonable to insist that this should represent more than a quarter of work which would prevent the selection by a student of two or three "snap courses."

A requirement which prevents the student from studying at the University and which also prevents the same student from studying at another college, with no hope of return, says, in effect: "We are not interested in the student or in his demonstrating his ability to readjust to meet problems. We don't want to give him another chance." This hardly squares with the responsibilities we all accept as public institutions.

(4) There needs to be some study given to the problem of preparing the student for University methods of instruction. Some of our students have complained that they were not prepared for the situation in which there were only two occasions for determining their grade in class -- a blue book midterm and a final blue book. At the same time they did not feel that a two-examination system was necessarily a good system. Should the community colleges train students to meet this technique, or should the University make some effort to change (I should like to say, "improve") this teaching method?

(5) The pre-program technique of the College of Arts and Sciences of the University is, we feel, ideal. The department prescribes the specific courses for the major, but the general requirements, other than the major, are left broadly elective on a group basis. This allows the community college adviser and the student to use some discretion and to adapt the study program to the interests and abilities of the student.

There are other colleges of the University which seem to be heading more and more in the direction, not only of prescrib-

ing what courses must be taken in the offerings of their college, but also making specific courses outside their college into requirements. The community colleges, specializing in general education, feel that though a given college of the University may be the best judge of which of its own courses are important to the student, the community college itself is in a better position to judge what the student's electives should be. Arbitrary decisions by four-year institutions about elective curricula place an undue strain on the community college in the hiring of faculty and in the programming of instruction.

I should like to suggest, therefore, that the freshman and sophomore curricula be designed as non-restrictive as possible in order to allow maximum freedom to the community college. Possibly representatives of the community colleges should be included by the colleges of the University in planning their lower division requirements. The steady increase in the importance of the transfer student as opposed to the "native" student in the University's enrollment would seem to recommend this course of action.

(6) Both the University and the community colleges could do a better job in directing students to each other's campus. If the "community college type student" can be identified, he should be told of the opportunity which exists for him on a community college campus. If the "University type student" can be identified, he should be told of the advantages of going directly to the University.

One community college president who suggested this possibility suggested, in addition, that those students directed to the University would, of course, be from outside the community college area; and those students who should be directto the community college would, of course, be from the community college area and might be also from outside the area!

(7) There are problems which involve the unique functions of the community colleges or which are only involved in the techniques used in transfer. For instance, some thought might be given to the transfer of credits earned in the academic courses of the evening adult education programs. It is difficult to find any consistent policy at any of the four-year institutions concerning these courses. And, we would suggest, that the University make every effort to keep transfer programs up to date with a minimum of annual change of the programs. Standardized course numbers would be a most acceptable improvement.

That almost concludes my remarks and terminates the observation of the flower of transfer. You have a gardener-caretaker who has the respect of all of us in the community colleges in Dr. Fred Giles. We take pride in making a contribution of him to the University. He has earned our admiration and confidence and we know he will earn the same from his new University associates.

This one thought needs to be added: The Washington student and his parents have a great deal of pride in the State's community colleges and in the capstone of the State's educational program, the University of Washington. Both are needed. It would be wrong to pluck the bloom, which is the University, or trample down the roots, which are, in part, the community colleges.

And now let us return the lovely flower of transfer to its crannied wall. For just a few moments we have held it in our hands, root and all, and all in all. All of us from the community colleges hope that we have not disturbed its growth and beauty, but that we understand it just a little better.

The story is told of the small son of a faculty member at Harvard who was saying his prayers the night before the family was to move from Cambridge to Chicago where the father was to assume a new position on the faculty of the University of Chicago. The youngster finnished his supplication and then said, "And now goodby God, we're going to Chicago."

And now goodbye, educators, I'm going to Wisconsin!

PROBLEMS AND CONCERNS OF THE UNIVERSITY WITH TRANSFER STUDENTS

Kermit O. Hanson, Associate Dean
College of Business Administration

Dean Hanson focused his remarks upon (1) transfer problems originating at the point of admission, (2) transfer problems encountered during the first quarter of enrollment, and (3) General guide lines which may be useful in searching for solutions to these problems.

Under the University's general policy of admissions, transfer students are expected to have the same high school preparation as freshman applicants. Students should be encouraged to remain in junior colleges for a full two years unless seeking admission to the colleges of Architecture, Engineering, Fisheries, Forestry, Nursing, and Pharmacy; the curriculums in these colleges make it desirable, although not mandatory, for a student to transfer at the end of his freshman year. Winter and Spring Quarter transfers are discouraged since sequential courses frequently are phased somewhat differently in the two institutions involved. The minimum grade point average required for admission is 2.3 in the College of Engineering, 2.2 in the College of Education, and 2.0 in all other colleges. Two issues relative to admissions which appear to be deserving of further study are: 1) the desirability of a uniform grade point average for admission to all colleges a schools in the University, and (2) the desirability of a grade point average somewhat above 2.0. Studies currently underway may provide useful information regarding the significance of transfer grade point averages in determining students' potential to complete a degree program at the University.

A transfer student's problem of adjustment during his first quarter of enrollment is not unlike that of an entering freshman. True, the students have an added year or two of maturity, but for many it is their first experience away from their home community and for most it is a first experience in a very large metropolitan university. Faculty advisers play a key role at this point. Among the problems encountered in the articulation of the students' programs are (1) the determination of equivalency of lower division courses in the junior colleges and the University, (2) the evaluation of junior college courses which are regarded as upper division courses at the University, and (3) the difficulty of discovering critical gaps in educational preparation before students get into serious academic difficulty.

Some general guide lines toward solutions of transfer problems may be (1) improved communications within the University and between the University and the junior colleges, (2) a uniform and

possibly a somewhat higher entering grade point average, and (3) development of more uniform lower division programs within the University. A spirit of full cooperation among all concerned is essential if we are to deal effectively with transfer problems which will become magnified with the enrollment pressures which already are upon us.

FACULTY NEEDS IN THE JUNIOR COLLEGES

Dwight C. Baird
President, Clark College

To give us some idea of the size of the problem confronting us when we talk about meeting the faculty needs of the community junior colleges now and in the years immediately ahead, I submit the following figures: There are now 663 junior colleges (390 public, 273 private) in the United States. The number of public schools will grow steadily in the years ahead. Approximately 900,000 students are being served this year. Estimates are that this figure will double within the next decade. There are now 25,000 instructors (full-time equivalent) in the junior colleges. Estimates are that this number will need to grow to 40,000 by 1970.

In dealing with the staffing problem -- and it will continue to be a problem -- many of us have a real concern for who these faculty people are, what they can do, and how they regard themselves in relation to the distinctive purposes of the two-year community college. A review of some of the current literature dealing with this problem shows these kinds of statements:

Merson

On the basis of the findings of his several investigations, Merson recommended the following basic requirements for teachers in the junior colleges:

1. Six years of college education beyond high school.
2. A Master's degree in a subject field.
3. One sixth of the total program (28 units) of professional education in a program designed for preparation for junior-college teaching including:

   a) Work organized to include thorough preparation in the basic factors of teaching competence.
   b) A thorough knowledge of the characteristics of junior college students.
   c) Work organized to develop attitudes, skills, and knowledge necessary to fulfill the functions of the junior college.
   d) Work emphasizing means of adapting methods of instruction and subject matter presentation to meet the needs of junior college students.
   e) Field work in typical junior colleges organized as an integral part of each of the courses used in fulfilling the requirements in professional education, and illustrating the practical application of the theory contained in the courses.

f) An internship of directed teaching and related activities of at least one semester in an approved program in a typical junior college teaching situation.

4. Work experience in a field related to the major subject. This related work experience shall be longer than three months for teachers of transfer students and a year or longer for teachers of terminal students.

Jarvie:

1. Thorough preparation in the field of teaching must be provided. In academic fields a Master's degree is suggested as essential, with an additional year of graduate work recommended. In vocational fields, actual employment experience is urged as essential.

2. Courses in education should include materials directly related to the junior college, its philosophy, its program, its students, and its problems.

3. Practice teaching should be done in a junior college, not in a high school or in a university.

Stone:

What deficiencies now exist in the preparation of junior college academic instructors?

A group of junior college administrators working with the Committee on Accreditation of the California State Board of Education identified three common deficiencies in the present preparation of academic instructors in California junior colleges. One deficiency is too narrow specialization in a single subject, for example, a history instructor with specialization in a particular period of European history. A person with such preparation is of limited value as an instructor in the typical junior college where the usual assignment is several courses in the social sciences, one of which might be history, as well as an inter-disciplinary course which includes a number of the social sciences. It is unusual for a junior college instructor to have a full teaching assignment in a single subject.

Another common deficiency of junior college academic instructors is a lack of understanding of the concept of general education. Junior colleges in California have moved ahead in the development of lower division general education programs which attempt to integrate fields of knowledge. Persons prepared in a single subject field usually are unable to integrate materials from

various related fields and also are often unsympathetic to the goals of a general education program and to how such goals are achieved.

A third deficiency of academic instructors in junior colleges is in professional preparation. In the professional education sequence, there usually is too little stress on the concept of the junior college as an institution -- its place in higher education and its unique role as a community college. Not enough attention is given to the special function of each junior college instructor as an academic and vocational counselor of students. There is a lack of understanding of the learning process and the unique characteristics of the age level of students attending junior colleges.

What are some of the desirable characteristics which should be found in an adequate program of preparation for junior college academic instructors? Stone feels that there are five characteristics which should be readily identifiable in an adequate program of preparation for junior college academic instructors:

1. Academic depth as well as breadth in the program which leads to a Master of Arts degree and to the junior college credential.

2. A junior college course which includes the purposes and functions of the junior college with emphasis upon the general education concept of the lower division work of the junior college.

3. Student teaching in a junior college which is supervised by a junior college specialist.

4. Psychological orientation to the nature of students of junior college age and the techniques for counseling and guiding such students.

5. Knowledge of the sociological foundations of education.

These characteristics should be undergirded and supported by an adequate selection and screening program which seeks to identify: (1) personal qualities which make for success in teaching; (2) competence as a classroom practitioner, a counselor of students, a contributor to community activities, and (3) an institutional co-worker sympathetic to the unique function of the junior college in the system of higher education.

Langsdorf:

Characteristics of the good academic teacher:

1. The academic teacher must love his subject and knowledge in general, for profound interest is contagious. If he has an unquenchable curiosity and is an avid reader with wide interests he will never be at a loss for a new illustration, a topic for discussion, an interesting point of view.

2. The academic teacher should have a fondness for people. One should examine with a critical eye those candidates who wish to teach because of academic prestige, and with suspicion the high school teacher who says he wishes to teach at the junior college because he is interested primarily in subject matter. The teacher who doesn't like young people is never a good risk, for junior college teaching must be personalized and the teacher never far removed from his students.

3. The academic teacher must have an awareness of his times. He should get out into the community in civic affairs just as he should involve himself in student activities. One can orient students to their culture much better if one lives in it.

4. The academic t acher must have an attractive personaility. He should be energetic and vigorous, not anemic and devitalized. A sense of humor is no drawback, nor is a sympathetic and understanding manner.

5. And, finally, in summary, the academic teacher must have sufficient depth of preparation to avoid the superficiality of hasty and inaccurate synthesis and the breadth to avoid the sterility and bore of over-specialization. He should be able to make our culture seem filled with unexplored possibilities for every young man and woman.

Rapp:

In approaching a consideration of techniques to improve the effectiveness of teaching, these generalizations should be kept in mind:

1. The method of teaching must be appropriate to students, subject matter and teacher.

2. Faculty members should understand the art of meeting the needs of the individual and covering the amount of subject

matter necessary for the achievement of the objectives of the course.

3. The improvement of instruction depends on the attitude, determination and philosophy of the teachers and administration to foster creative teaching.

4. Objectives of all courses should be re-assessed and re-stated in terms of the changing nature of the fields and in terms of student learning and behavior.

5. Experimentation should be carried on constantly to explore new ways for the presentation of material and to understand better the old ways of instructing.

6. Constant evaluation should be carried on by the instructor covering these areas:

a. Preparation and background of the teacher.
b. The personality of the teacher.
c. The methods and techniques of the teacher.
d. The attitude and educational philosophy of the teacher.

To summarize briefly, new ideas occasionally develop which make teaching more effective. Knowing what effective teaching is and what it requires does not seem to be the problem. The problem is to get teachers to do something about it. Effective teaching is present only when it results in proper and intense motivation for learning on the part of students. This in turn relates directly to the instructor's love and mastery of his subject and to the enthusiasm which he generates in presenting the materials to his students. He must really want the students to learn what he teaches. When he gets them involved with him in wanting to learn, the miracle of teaching and learning occurs.

Medsker:

Needless to say, another immediate task is the procurement and training of teachers and counselors for the two-year college. This will not be accomplished easily, either quantitatively or qualitatively. One of the difficulties will be to find and prepare teachers whose image of themselves as staff members of a two-year college is in harmony with the distinctive purposes of this type of college rather than with some other type. Even the most adequate preparation of teachers is incomplete if their attitudes toward the junior college are incompatible with its purposes.

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UNIVERSITY PLANS AND PROGRAMS FOR PROVIDING JUNIOR COLLEGE INSTRUCTORS

Frederick P. Thieme
Provost, University of Washington

The task of providing junior college instructors in large numbers is one that the University of Washington has faced just recently and one, therefore, in which it has little experience. It is evident, however, that in the future the University will have to play a major role in this respect if the demand for instructors is going to be successfully met.

As Dr. Baird mentioned, we have a special person in mind when we think of the junior college instructor who is neither a high school teacher nor a University instructor. This instructor must have an advanced degree, either a Master's degree or a Ph.D., and so the junior colleges, since they can't provide these people themselves, must look primarily to universities. There are a limited number of institutions producing a limited number of graduates in answer to this demand. Junior colleges, as a relatively recent addition to the higher education scene, have employed only a small segment of the total number trained in the subject matter disciplines at the University. Now is the time that we must recognize that programs instruction are needed for these people and the University is working to initiate such a program.

While we may be primarily directed toward giving M.A. degrees in a field of competence, we also seek to provide considerable breadth of educational background. Possibly the needs of a junior college instructor will require that we give more attention to "breadth". The prospective teacher can now find a liberal education and varied sets of experiences at the University so he is able to come to the junior college with breadth preparation as well as specialized preparation in a single discipline. Of course, professional education courses are available in which the teaching process is studied. It will be desirable to incorporate such courses dealing with the junior college level into our present program just as we now do at other levels.

Through our faculty committee on Junior Colleges and the Office of College Relations we have sought to facilitate communication with the junior colleges. This office, working with the committee, functions mainly as a medium for exchange of information back and forth, working with you as it is during this Conference. This past year Dr. Frederic Giles was appointed to direct the Office of College Relations and also to be professor of higher education in the College of Education. He is working to develop our educational program as well as continue our interrelationship with the junior college program of the State. We are committed to strengthening

this program and want to urge you to continue to work with him for our mutual benefit.

Another University organization of importance in assuring that we are of service to the schools and of interest to you in a more general way is the Bureau of School Service and Research. This Bureau is available to you for consultation and may be able to bring help to you through the In-Service Training Program.

I feel quite strongly that in order to make junior college teaching a desired career, it must be regarded as a distinct professional opportunity and activity. We must believe and act in such a way as to demonstrate that the role of the junior college instructor is a particular and important professional activity. In order to do this, junior college teachers must be provided an environment of intellectual freedom which will be conducive to continuing scholarship. Of possible aid in providing the continued intellectual growth of a faculty are summer subject matter training institutes, the formation of professional organizations which are discipline oriented and the provision of an environment which will protect and encourage those who act as a faculty must if it is to offer the best levels of instruction. Such must be guaranteed if the junior colleges are going to be able to attract the good faculty candidate. The University should always, we hope, provide a model of what such academic freedom and behavior should be.

The University-Junior College Conference is but one example of the ongoing cooperation between the junior colleges and the University. We hope you will continue to express yourselves candidly and we in turn will continue to act in close accord with you.

Questions raised during the discussion period:

1. Have there been studies to determine what is an effective junior college teacher?
2. Can a person get some basic professional preparation at the same time he is pursuing his disciplinary preparation?
3. Is there opportunity to go out on an internship basis?
4. How do we recruit the graduate student into college teaching when programs are oriented toward research?
5. What are the job specifications of the junior college teacher?
6. Does the entire job of education for a junior college teacher need to be completed before he starts teaching or can some of this come later?

COUNSELING AND GUIDANCE DISCUSSION SESSION

Chairman: Thomas F. Hodgson
Associate Dean of Students
University of Washington

Dr. Hodgson opened the meeting by introducing University people specifically invited to participate. These included Professors Vernon Hammer (Engineering), Walter Schaeffer (Forestry), Walter Riley (Arts and Sciences), Dean Dorothy Strawn (Dean of Women), Barry Knowles (Business Administration) and Tom Langen (Counseling and Testing). Approximately forty persons were in attendance representing junior colleges and the University.

Some of the basic concerns in "transfer relations" suggested by Dr. Bailey in the morning session were reiterated by Dr. Hodgson. These included: 1) The need for a better coordinated curriculum between junior colleges and lower division programs of the University, including simplification of lower division requirements. 2) The need for better communication between institutions in order to acquaint each other with common problems. 3) The need for junior colleges to be certain that high school deficiencies are cleared up prior to transfer. 4) Problems of evaluating equivalency of course credits.

With regard to the general problem of integrating curriculum a number of possible solutions were considered. Would a mutual set of courses be possible? This raises the question of the desirability of a common freshman year, an idea which has received some attention recently. At this point, a number of questions were directed to representatives of the colleges of Engineering, Forestry, and Business Administration.

The next item discussed was that of communication. A time lag involved in communicating a completely revised program means that the junior colleges are often a year behind in catching up with course requirements. A question was raised concerning the feasibility of informing the junior colleges about possible changes during the formative stage, and about direct communication between departments and the junior colleges. Generally speaking, it is felt that there should be coordination with the Office of College Relations. Also, there is some difficulty in communicating broad notions about programs that will be meaningful before they are finalized. Junior colleges are encouraged to write to the Office of College Relations for details if they hear about impending changes.

A number of transfer students reported this year that they had found a ready availability of counselors and advisers at the University. They were able to get help if they wanted it, including personal counseling. The above assessment was unanimous of represented junior colleges. The question "What constitutes good counseling?" was discussed, also.

Dr. Hodgson gave a brief explanation of the University's Board of Advising which arose out of the report of the Ad Hoc Committee to Study the Freshman Year and is attempting to deal with the communication problem. It convened last fall with Dr. Leggett, Vice Provost, as chairman and Dr. Hodgson as Executive Secretary. The Board, as one of its functions, disseminates information and is concerned with counseling and advising.

Aiding communication between the University and the junior colleges are faculty visitation teams which, it was thought, have been extremely useful.

The Washington Pre-College Testing Program was discussed next. It was noted that difficulty has been experienced with using a score of 105 as a cut off for entrance to English 101. Several junior colleges, instead, have five hour, three credit 101 sections for those who score from 95 to 115. Also, with regard to remedial English, it was found that the level of competency for grading purposes should be on a par with English 101. Poor writers, who are usually poor readers as well, are likely to benefit from programs in remedial reading.

For entrance into Humanistic Social Studies, Professor Chapman in Engineering is using an essay which is evaluated subjectively along with test scores.

In the mathematics scoring it is felt that the intermediate level has too high a floor and too limited a ceiling to be of optimum usefulness. Some use of Cooperative Mathematics tests is made but this doesn't solve algebra or geometry placement problems.

A request was made for more simplified probability charts. This will be taken under consideration in the overhauling to be done on the entire entrance testing program.

It was considered important to stress the point that grade predictions are for use as guidance tools; they are not to be viewed as absolute indicators which are completely insensitive to change.

The University's reading and study skills course was mentioned and highly recommended, both for remedial and advanced students. An extensive summer course is being offered this year.

ADMISSIONS AND REGISTRARS DISCUSSION SESSION

Chairman: Richard Frost
Registrar, Grays Harbor College

Agenda Item One: The phasing of new University entrance requirements and new departmental requirements as these apply to students currently enrolled in junior colleges.

The junior college representatives felt they would not know the problems involved with the University's College of Business Administration's new graduation requirements until they had been in effect for several years. Several problems which they did mention however, were:

1. Modifying the junior college program to correspond with the new University of Washington Business Administration program.

2. The changing of lower-division credit to upper-division credit by the University.

3. Lack of early communication regarding changes such as the Business Administration requirements.

The difficulty of counseling a student at the junior college who does not know to which four-year school he will transfer was mentioned, for this student must attempt to meet requirements of several schools. It was generally agreed that the junior colleges would be confronted with this problem for quite some time because each of the four-year institutions have their individual programs and will probably continue to have them.

The new College of Arts and Sciences graduation requirements which will go into effect next fall were discussed and it was mentioned that they would be included in the new bulletin to be printed this summer.

Agenda Item Two: Policies regarding re-entry to the University for students who have been placed on probation or dropped, but who have subsequently repaired their grade point averages at a junior college.

a) What if the student has been dropped from another college after two or more years of work, then repairs his grade point average, and seeks admission to the University?

Mr. Adams pointed out some of the items the Board of Admissions observes in reviewing special cases for their original admission:

1. Lapse of time since last formal schooling.
2. Length of time it took to establish the poor record.
3. Type of courses the student took.
4. Recent work is given more weight than that done several years ago.
5. Test scores.
6. Was student misadvised or in wrong field?

He also explained that although it is taken into consideration, the Board is not bound by the former school's action. Their thinking is that if a student's record promises success at the University, he should be admitted with regular standing.

When a student has been dropped from the University and re-applies for admission after attending school elsewhere, the Admissions Office refers him to the college concerned and supplies the college with a summary of the student's recent work. Representatives of the College of Engineering and Business Administration explained that when a student applies for readmission to their colleges, they review the former record as well as recent work, looking for evidence of his potential for college work. Such students are treated individually rather than as a group.

Mr. Adams described the policy followed by the College of Arts and Sciences when one of their students is dropped for low scholarship. The student is advised to arrange a conference with his adviser where they will attempt to find the problem which caused the student's grades to drop; see if the problem has been removed; and then determine what the student should do next.

b) What procedure is used by the University when a course in which a student received a D or F at the University is repeated at a junior college and a higher grade is received?

It was asked if a student who is dismissed from the University will have his grade-point average earned at another college applied on his University grade-point average for readmission. Mr. Adams explained that such a student's additional work will serve as evidence of his potential for success at the University but that his grades will not be averaged with University of Washington grades until graduation at which time credits for work done at another school will apply toward the degree.

Agenda Item Three: The problem of obtaining college transcripts from students transferring from a senior college to a junior college during the college year.

The junior colleges stated that there has been no problem in obtaining transcripts from the University.

After discussing the University's use of the high school summary recorded on the junior college transcript, Mr. Adams agreed

that the junior colleges were probably doing more work than necessary since the Office of Admissions obtains transcripts from all colleges a student attended. He suggested the junior colleges summarize on their transcripts the student's previous college work by listing the grade-point average and number of credits allowed. It was thought this proposal might be presented at the meeting of the Washington State Committee on High School-College Relations.

Agenda Item Four: The transferability of evening course credits earned by a non-matriculated student.

In answer to a question from Highline College, Mr. Adams said the Office of Admissions would accept the transcript from a non-matriculated student. However, the University currently accepts at face value only extension work taken at schools which are members of the National University Extension Association. Other work must be validated by examination or conference with the professor.

Agenda Item Five: The value of continued efforts toward development of a reasonably consistent pattern of course numbering by the junior colleges of the State.

It was suggested that it would be helpful to the junior and senior colleges if there were some uniform system used by the junior colleges. This matter will be discussed again at this year's registrars' meeting.

DEPARTMENTAL CONFERENCES

Business Administration

The Business Administration departmental meeting opened with Professor Robert A. Nelson giving a presentation on the new Business Administration curriculum at the University, noting its underlying philosophy and major changes.

A major reason for the change in the curriculum was a general recognition on the part of both business and business school faculties of the need for executives with greater breadth of knowledge about business and a deeper understanding of the disciplines underlying business. The College of Business Administration is attempting to meet this need by requiring both general and professional education within a four year span. It is felt that the general education phase of the program should precede the professional training and must be specified so that the student has a meaningful background for courses in the business school.

A question arising from this discussion was "What will the College of Business Administration do with junior college transfer students coming to the University after Fall Quarter 1963 who have taken Economics 200 and 201?

Discussion of selected subject areas followed with Professor Julius Roller presenting material on the Accounting 210-220-230 series at the University. Professor Sumner Marcus discussed the changes in Business Law offerings at the University. The question was raised during this discussion as to the reasons for putting the Business Law course in Contracts at the junior level. Professor George Brabb discussed the Business Statistics offering at the University and the new mathematics requirement.

In the general discussion that followed the presentations, it was suggested that if representatives of the Business Administration department were able to visit the junior colleges, this would be helpful. Professor Hanson indicated that suggestions for next year's meeting would be appreciated.

Engineering, Chemistry, Mathematics, Physics

To quote one participant, "When attending conferences of this sort one thinks, 'I've heard this story before', but the time spent is always worthwhile for the refresher and the exchange of ideas during discussion".

The speakers at this meeting were all from the University. Professor W. Ryland Hill, Associate Dean of the College of Engineering welcomed the group.

A review of the courses as offered this past year, provided an in-progress report of the material presented and indicated minor changes in emphasis.

Course areas and speakers were as follows:

Engineering Graphics	Professor Hoag
Engineering Problems	Professor Alexander
Engineering Mechanics	Professor Campbell
Chemistry	Professor Cady
Mathematics	Professor Allendoerfer
Physics	Professor Lord

Foreign Languages

The participants showed great interest in the establishment of language laboratories, costs, maintenance, materials, etc. Mr. Karklins indicated his willingness to be of help to the junior college people in a wide area, e.g., technical information and the dubbing of tapes. It was pointed out that it is important that the taped exercise materials be coordinated with the texts which are used by the language teachers.

The representatives from the various junior colleges (administrators as well as foreign language teachers) expressed their concern for proper integration with the University program. Constant communication and contact between the language teachers in both the junior colleges and the University will be of mutual benefit.

Though the statement had been made that the junior college would not be expected to teach third-year college language courses, further discussion indicated that the term "third-year college" is ambiguous. There will always be a need for first and second year college language courses for those students beginning a second or third language. However, students entering college may come with three, four, or more years of previous language study in junior and senior high school. It therefore seems logical and proper that some course sequence be developed for these students who may wish to continue in the same language. It is in this area that extensive curricular changes may be expected in the near future. This means that the junior college may well be expected to offer some courses which at present are considered upper-division. This will again require close cooperation between the teachers in the various institutions, because the transfer of credit is closely tied to course content. These curricular changes will of necessity be taking place in both the junior college and the University.

The presence of Dean Phillips and his comments on the new Arts and Sciences language requirement, as well as on the trends and changes taking place in the present-day education of our youth were greatly appreciated.

All agreed that the conference was of great benefit and that similar meetings should be held in the future.